



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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III.

Subject: Bent Ironwork.

Group: Handicrafts. Class II. Time: 35 minutes.

BY ELSIE R. TETLEY.

OBJECTS.

- I. To interest the children in the art of bent ironwork, by comparing it with the ancient art of wrought-ironwork.
- II. To cultivate their power of using fingers and tools skilfully.
- III. To help them to appreciate the beauty of *perfect* work, and stimulate their desire to produce it.
- IV. To help them to distinguish between a good curve and a bad one.

LESSON.

Step I.—Show that bent ironwork is a modern variety of the ancient wrought-iron, and explain the difference between them, with illustrations.

Step II.—Draw from the children the uses of bent ironwork, viz., for decoration of metal brackets, stands, etc.

Step III.—Give the children an idea of the kind of design suitable for bent ironwork, showing the necessary similarity (to a certain extent) of the designs, as they are entirely based on the "S" and "C" curves, with their varieties. Sketch these curves on the blackboard, with illustrations of two or three combinations of curves.

Step IV.—Give three methods of measuring curves—(1) by marking the length of the curves on paper, and then drawing a straight line of the same length, and measuring the iron by it (this is not a very accurate method, but useful sometimes); (2) marking a length of iron in $\frac{1}{4}$ inches, or centimetres, measuring the curves by the number of $\frac{1}{4}$ inches, after the curves are made; (3) making the curves in iron, and measuring them with a yard measure, putting it round the curves.

Step V.—Show the tools necessary for the work, viz., square and round-nosed pliers, and snips, with the method of using them.

Step VI.—Let each child make an "S" and a "C" curve in iron.

Step VII.—If there is still time let each child do a design for an easel, or stand for a calendar.

OUR WORK.

House of Education.

The House of Education is closed from August 1st to September 15th. Letters relating to the House of Education, *Parents' Review School*, Mothers' Educational Course, Governesses, etc., cannot be answered or received between these days.

Ladies wishing for Probationers for a month or six weeks of the summer holidays should apply as soon as possible to the Secretary, House of Education, Ambleside.

Parents' Review School.

Owing to Easter falling late the examination reports will not be ready till June 8th.

The summer examination papers will be sent out for Monday, July 17th. The summer examination is optional; the parents send in a full report instead of the children's answers.

Mothers' Education Course.

The examination papers will be sent out for Monday, June 5th. Members wishing to postpone their examination are asked to communicate at once with the Secretary, House of Education, Ambleside.

**Register of Schools, some classes of which work in the Parents' Review School and are tested by P.R.S. Examiner:—*

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS AITCHISON	Abbeyfield House, Sheffield	Girls	After Easter.
MISS AMBLER	Risca, Reigate	Girls	Ia., Ib, and II.
MISS BECK	Fridhem, Heacham, King's Lynn	Girls	Ia., Ib. and III.
MISS BIRTWHISTLE	3, Onslow Place, S.W.	Preparatory	
MRS. CLAYE	The Vicarage, Brigg	Boys	Ia., Ib. and II.
MISS COOKE	"Romanoff," Surbiton	Girls	I., II., III., IV.
MISS CRAMPTON	Frenchay Lodge, nr. Bristol	Girls	II. and III.
W. STORRS FOX, ESQ.	St. Anselm's, Bakewell	Boys	II. and III.
MISS GAYFORD	S. Cuthbert's, Twickenham	Girls and small boys	Ia. and II.
C. H. GIBBS, ESQ.	37, Sloane Street, London, S.W.	Boys (preparatory)	Ib. and II.
MISS FIELD HALL	High Cliff School, Scarborough	Girls	II.
MRS. LAMB	Rijswijk, Epsom	Girls and boys	Ia. and II.
MISS LEVICK	Edgehill, Peak Hill, Sydenham, S.E.	Girls	Ia., Ib., II. & III.

* The Committee take no responsibility with regard to these schools except as far as the above statement goes; due inquiries should be made by parents. Prospectuses can be had on application to the Office.

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS MAUD	Uplands House, Swansea	Girls	Ib., II., III., IV.
MISS NESBIT	S. Hilda's Prep. School, Purley	Girls and boys	Ia., Ib. & II.
J. W. E. PEARCE, ESQ.	Merton Court School, Sidcup	Boys	Ib. and II.
MISS RICHARDSON	Lindum House, Bexhill-on-Sea	Girls	II. and III.
MISS SWAIN			
J. O. M. THOMAS, ESQ.	14, Chilworth Street, Westbourne Terrace, W.	Boys	Ia., Ib., II. & III.
H. G. UNDERHILL, ESQ.	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.
MISS WHITE	Glencairn, Chippenham	Girls and boys	Ia., Ib. & II.

P.N.E.U. Literary Society.—Subject for June: Spenser's *Faerie Queene*, Book I.

P.N.E.U. Translation Society.—Subject for June: *L'Aiglon de Rostand*.
C. AGNES ROOPER, Hon. Sec.,
Pen Selwood, Gervis Road, Bournemouth,
From whom all particulars may be obtained.

BOOKS.

The Logic of Human Character, by Charles J. Whitby (Macmillan, 3/6). Dr. Whitby's book is exceedingly interesting, and although it is not didactic, his treatment of such subjects as courage, affection, humility, reverence, wisdom, etc., is full of implied suggestion—the sort of suggestion held in “I am, I can, I ought.” The author's treatment of intuition, aspiration, inspiration, is profound and stimulating. “Aspiration is, like Faith (one of its many forms), a venture, a challenge—a fearless casting of one's all into the hazard of something instinctively postulated, yet unknown. . . . *Inspiration*. The justification of the venture comes, when it comes at all, in the similitude of a sudden flash of illuminating insight. Strenuous brooding thought upon a subject strongly appealing to the native bent and aptitude of the mind, sets in motion subtle processes whereby irrelevant data are sifted out, and the essentials that remain, grouping themselves in accordance with logical affinities, finally amalgamate, and from their amalgamation results a central dominant conception, in the light of which the true significance of the component factors is clearly and decisively seen. This sudden and apparently inexplicable transition from darkness to light, from confusion to lucidity, is a phenomenon which under the name of inspiration has in all ages attracted attention, commanding the awe both of its subject and of outside observers.” Dr. Whitby tells us in his preface that the correlation of physical structure and psychical function is an assumption underlying the whole of the essay; but he considers that ethology must needs make ventures on its own account because of the embryonic condition in which these allied sciences exist until now. Meantime, we must of necessity have some kind of logical treatment of the science of character; and such a treatment the

author offers. The following is the order in which he takes up his subject:—I., Psychological Elements. II., Implicit Character: The Logic of Custom. III., Personal Character: The Logic of Duty. IV., Practical Character: The Logic of Action. V., Social Character: The Logic of Piety. VI., Individual Character: The Logic of Freedom. VII., Universal Character: The Logic of Creation. VIII., The Ideal of Volition: The Power of Character. The author appears to be divided between the idea of inherent personality and the evolutionary idea, which, translated into the terms of psychology, may be summed up as, not being but becoming. We think him strongest, and at his best, when he allows himself to be carried away by the intuitive evidence of inherent personality. When he pulls himself up, as it were, and turns to evolutionary psychology, he lands himself in a contradiction. The essay insists strongly upon the reverence due to personality; but where are the grounds of reverence for that which exists only as it becomes through outside influences? We are grateful to Dr. Whitby for an exceedingly valuable contribution to ethology.

The Christ in the Teacher, by John Huntley Skrine (Simpkin, Marshall, 1/6).

“We learn but what we live: we teach
But what in us is life from Thee.
O by Thy timeless love's out-reach
In us, in us re-uttered be,
That un-begun, unseen, unheard,
Unended Passion of the Word.”

In these profound and beautiful lines which preface the volume, we have the key to Canon Skrine's teaching throughout. Christianity is for him a passion, the ‘Master-light of all his seeing’; and all teaching, as all learning, depends upon the Incarnation; or, as the Apostle puts it, ‘Christ in us the hope of glory.’ These four addresses were given at a meeting of schoolmasters, college tutors and lecturers, in the Chapel of Keble College, in January of the present year. The author of *Pastor Agnorum*, the sometime Warden of Glenalmond, speaks to us with authority, and there are few signs of the times more cheering than that such an audience should wait upon such teaching. This is education at its fountain-head. “The secret of education,” says Canon Skrine, “lies in religion, and may be approached by devotion.” His enquiry is—How far can Christianity furnish not only an impulse but a method? How does Christianity guide the teacher in his work? Here follows, perhaps, a key to the answer:—“We figure to ourselves the physical life of men, in its process, if not in its unthinkable origin, as an interaction of an individual's will and the Will of the Whole. And even so we figure the spiritual. It, too, is an interaction of will and Will, only not the will of the flesh, but of the total being, man, interacting with the total divine fact, not that fraction of it which is the sensible world.” The first address, from which we have quoted, is upon *The Incarnation and the Teacher*; the second upon *Thought*; the third *Passion*; the fourth *Action*. The author holds the P.N.E.U. doctrine, that, geometry, physics, and the like are “matters for a Christian's faith.” We find in the teaching of the Medieval Church on this subject, certain illuminating ideas which might well appeal to Canon Skrine. In the chapter on *Passion* we are grateful to find again a recognition of the whole of human nature as in correspondence with the divine; but might not more have been made of the principles of chastity, loyalty and obedience? Possibly we do not recognize sufficiently that the dockleaf grows beside the nettle in every unruly human heart. How full of insight are the author's words as to care and ambition! and, again,

his definition of 'practical' education as a cry of the multitude for *panem et circenses* for their children. We are heartily grateful for these addresses.

What is History? Five Lectures on the Modern Science of History, by Karl Lamprecht (Macmillan 5/-). This interesting volume is written with a purpose. The author felt that his investigations in the course of his "History of Germany" helped him to distinguish and formulate what he considers the Culture Epochs. The key to Professor Lamprecht's method appears to be his appreciation and discrimination of the psychical moment; that is, he considers that in the evolution of each culture epoch of history, as in that of life, there is the moment when a movement begins. We are all aware of a sort of rhythmic movement in the progress of history; of periods of ascension and declination both in what the author calls the "Weltgeschichte" and in the history of individual states. Also, we are able to perceive that imagination affords us the key, if there is any key, to what the professor describes as psychic change. Any attempt to trace the "psychology of the epochs of culture" is necessarily interesting and suggestive; but we are a little jealous of attempts to treat history as a department of psychological science. Nations, like individuals, are elusive, moved by spiritual aspirations, whimsical, not to be counted upon. With them, also, "the unexpected always happens." That there is a science of history we firmly believe; but, when it is discerned, will it not prove to be the law of the Divine procedure in the education of the nations? The following extract will give some indication of Professor Lamprecht's method:—"This process is being worked out in the very light of history; and thousands of sources, foreign relations, the constitution, social growth and change, poetry, all speak out and prophesy concerning things present and to come. What a wonderful task for a historian to follow up these psychic changes, these innumerable combinations and decompositions, and to project from them the picture of a great and united future! This idea cannot be even outlined in the short space of a lecture on the general character of universal history. Could this undertaking even be carried to perfection without clear notions of the general principles of which we have been speaking, and is not an understanding of American history and conditions a problem of world-history?"

Village Life in Palestine (new edition), by G. Robinson Lees (Longmans, 3/6). The new edition, the author tells us, differs almost entirely from the first. We are deeply indebted to Mr. Robinson Lees for his book. The Bible student will find it delightful to come across the illuminating context, as it were, of a thousand incidents with which he is half familiar. The fireside traveller will see the Holy Land, and the traveller who actually goes will have his eyes opened as to the significance of the things he sees. One hardly knows what feature of the volume is most interesting, and most fresh; of course we have heard about living water and marriage customs, ploughing and sowing; but under every heading we come across new and enormously interesting matter: and the fifty illustrations leave hardly a point that is not presented to the eye in a new light. The chapters deal with the peasants or Fellahs, their religion, the land, shepherd-life, the market-place, social characteristics and superstitions, and the future of the land and the people. This volume should be used to illustrate every child's Bible lessons.

Herrick's Poems (Newnes' Thin Paper Classics, 3/6)—or as they are fully entitled, *Hesperides or works both Human and Divine* by Robert Herrick together with his *Noble Numbers* or his *Pious Pieces*—are most pleasantly presented

in this charming series. Again we admire the dainty cover in brown and gold lambskin, the open page, the capital type, and the whole presentment. Several things strike us afresh in turning over these pages. One is, how very few we know of the fifteen hundred or so poems mentioned in the table of contents. Another is, the shrewd common sense of the poet, indeed the daring common sense. It takes a man of courage to say:—"The lazie man the most doth love." Not the least entertaining of the poems is the *Argument of His Book* wherein in twelve lines he sings of youth and love, books and blossoms, wassails and wakes, and many other matters; while in the last two lines he tells us:—

'I write of Hell; I sing (and ever shall)
Of Heaven and hope to have it after all.'

The 'after all' tells the whole story of the poet who laid fast hold of both worlds and who, when he writes hymns, *To His Deere God*, is as sincere and spontaneous as when he sings *Lucia* or *Sappho* or any of the other maids of his love. We don't feel to-day that we can mix our matters as does Herrick, but all the same some of his *Noble Numbers* afford delight and refreshment to the Christian soul.

Selections from Prescott's *History of the Conquest of Peru* and *Conquest of Mexico*. Edited by A. S. Lamprey (Marshall, 1/3 each). Mr. Lamprey has indeed done good work. He tells us in his preface that among the works suggested by the Board of Education as suitable for school reading are Prescott's *History of the Conquest of Mexico* and *History of the Conquest of Peru*. The selections in the one volume describe the adventures of Cortez in subduing the empire of the Aztecs. The work is well done. The chapters succeed one another, and cover the romantic and thrilling incidents which broke as a sort of fairy tale upon the knowledge of European nations. No wonder that "it seemed like enchantment" to the Spaniards when they came upon a splendid civilization not borrowed from this nation or that, apparently, but indigenous to a continent hardly yet ten years known to the old world. The story of *The Conquest of Peru* is equally interesting and delightful, though the lamentable lust of gold which the Spaniards developed must needs be matter of shame to other European nations, especially to ourselves, who fell into the same snare. These are the sort of books we hail with great pleasure for school reading. The type is good and the general presentation pleasant.

The Carmelite Classics. Milton: *Lycidas* and the *Sonnets* (Marshall, 3d.). We have already spoken of these charming little books. *Lycidas* and the *Sonnets* in this format makes an inviting bedside book.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

DEAR EDITOR,—May I ask you to be so kind as to print my repudiation of the statement that co-education is the "only" means of creating interest in intellectual exercise. I fail to understand how "Scrutator" comes to the conclusion that I enunciated a theory which to me would be ludicrous. I took special pains to put forward many other means of doing so which have been more or less successful. All that I have represented is that separation